



State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminister Street
Providence, Rhode Island 02903-3400

Peter McWalters
Commissioner

VACANCY NOTICE

April 2, 2006

RHODE ISLAND DEPARTMENT OF EDUCATION OFFICE SCHOOL SUPPORT & FAMILY ENGAGEMENT

DIRECTOR

\$89,940 - \$124,384

APPLICATION PERIOD:

All resumes must be received or post-marked on or before **April 18, 2006** or until position is filled.

DUTIES AND
RESPONSIBILITIES:

See attached job description.

APPLICATIONS:

Send resume, all transcripts, and two current letters of reference to:

Paula A. Rossi, SPHR, Director
Office of Human Resource Development
255 Westminister St.
Providence, RI 02903

Cover letter and resume may be e-mailed to christine.arslanian@ride.ri.gov
Transcripts and signed letters of reference should be mailed.

REASONABLE ACCOMMODATIONS FOR INDIVIDUALS WITH DISABILITIES CAN BE ARRANGED IN ORDER TO PERFORM THE ESSENTIAL FUNCTIONS OF THE JOB.

AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

Telephone (401)222-4600 Fax (401)222-6178 TTY 800-745-5555 Voice 800-745-6575

The Board of Regents does not discriminate on the basis of age, color, sex, sexual orientation, race, religion, national origin, or disability

DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

TITLE: Director – School Support and Family Engagement

ORGANIZATIONAL CENTER: This position is located in the Support Services Division. The position reports to the Deputy Commissioner of Support Services.

GENERAL STATEMENT OF DUTIES: Incumbent is responsible for leading, managing, and supporting efforts that assist school districts and schools to develop responsive organizational structures that engage educators, parents, and the community in school improvement planning, providing quality standards based teaching, and ensuring safe, healthy, and nurturing learning environments for all students to achieve high standards.

LEADERSHIP, MANAGEMENT AND COLLABORATION: The functions of leadership, management and collaboration are to be integrated so as to achieve both product and process objectives. Teamwork and mutually supportive methods are ascribed as successful outcomes and are necessary for providing high quality service and achieving high standards of performance. Work must be conducted in ways that include and involve those who have a stake in the outcome and must ensure that issues related to equity and special needs are addressed in a comprehensive fashion. The context for this work must be strong advocacy for students and schools and a positive commitment to the role of the Department of Education as a central state level advocate.

SUPERVISION RECEIVED: Works in cooperation with colleagues with considerable latitude for the exercise of initiative and independent judgment; work is reviewed upon completion of results obtained and on collaborative process used in achieving results. The Director is subject to an annual performance assessment.

SUPERVISION EXERCISED: Facilitates, directs, coordinates and assesses the work of professional, technical, and support staff. Work is reviewed in process, as necessary, and upon completion for achievement of desired results and on collaborative processes used in achieving results.

ILLUSTRATIVE EXAMPLES OF WORK PERFORMED:

Participates in a variety of meetings and with a variety of groups to facilitate, lead, and guide school improvement processes.

Collaborates with other officers, agencies, colleges/universities, and philanthropic organizations to better link health, education, and social services with schools and to enhance after school programs.

Participates in a variety of committees and task forces in an effort to support ongoing parent and community involvement in schools.

Oversees Title IV, CDC and USDA, 21st Century Community Learning Centers, COZ grants, and related program operations to ensure programs are effective, to make appropriate linkages with other programs or efforts, and to ensure the completeness and timeliness of any reports required by the USDOE, CDC, or USDA.

Facilitates one or more Progressive Support and Intervention (PSI) action team(s) and participates in the leadership team meetings.

Develops, reviews, and recommends budgets/policies and regulatory guidance documents to ensure compliance with applicable laws, rules and/or regulations.

Ensures data collection, analysis, and reporting to provide information on areas and schools in greatest need to better inform schools and districts improvement planning processes.

Oversees Healthy Schools initiatives including CD contract and USDA nutrition programs.

Develops and negotiates work plans and evaluates performance of subordinate staff.

Represents RIDE at a variety of meetings, conferences, and public gatherings.

Performs related work as assigned.

REQUIRED QUALIFICATIONS

KNOWLEDGE AND SKILLS:

Knowledge of teaching and educational administrative practices and processes.

Knowledge of school improvement, social, health, and other support services principles.

Knowledge of educational, social services, health programs, and related support areas rules and regulations.

Knowledge of agencies and schools that implement programs for social and health services.

Skilled in coordinating, facilitating, and assessing the work of staff.

Skilled in preparing grant applications.

Skilled in implementing and evaluating grants.

Skilled in comprehending and interpreting written procedures, policies, and laws.

Skilled in conducting complex studies.

Skilled in analyzing and evaluating complex data and information.

Skilled in working collaboratively on a wide variety of topics and issues.

Skilled in communicating, both verbally and in writing.

Skilled in providing public relations.

Skilled in communicating and interpersonal exchanges as applied to interaction with coworkers, supervisor, the general public, etc. sufficient to exchange or convey information and to receive work direction.

EDUCATION: Master's Degree in Education.

EXPERIENCE: Five years of management level experience in a related field.

OR: Any combination of education and experience that shall be substantially equivalent to the above.

Must have own transportation and be available evenings and occasionally on weekends.

Reasonable accommodations can be made for individuals with a disability.

Date: March 2006